



Trends and challenges of national Higher Education and Transnational Mobility – Expectations to the Ministerial Conference in Budapest

**Meeting of Bologna Experts
from Finland and Germany
19 – 21 January 2011 Siegburg**



- **Worldwide international competition and transparency on the market of HE increasing**
- **Language advantage of English speaking countries**
- **More academics needed > competition among countries increasing**
- **Bologna Process has an impact on international and national developments in Europe**
- **Europe meanwhile a competitor in HE - in the view of other parts in the world**
- **Stronger focus on training than before rather than on research only**



- **Mobility shall be the hallmark in the EHEA**
- **In 2020, at least 20 % of graduates should have a study or training period abroad**
- **More “balanced flow of incoming and outgoing students across the EHEA”**
- **Define indicators for measuring and monitoring mobility and social dimension**
- **Follow-up of analysis of the national action plans on recognition**
- **Improve and enhance data collection**
- **Public funding of HE remains the main priority to guarantee equitable access and further sustainable development**



For the common ground: What do we mean by mobility of students?

1. **“Credit mobility”**: Students study abroad for a time (one or more semesters) or go abroad for an internship and come back for graduating in their country of origin.

2. **“Degree mobility”**: Students go abroad for another study (Master or PhD) after having graduated from a university in their country of origin or vice versa.

3. **“International students”**: They leave their country of origin and move to another country to study (OECD).

4. **“Foreign students”**: They are not citizens of the country in which they are studying (OECD), i.e. immigrants

Students: we talk about 1. to 3., because „foreign students“ are not necessarily mobile students.

Researchers: We include analogously 2. (for PhD) and 3.

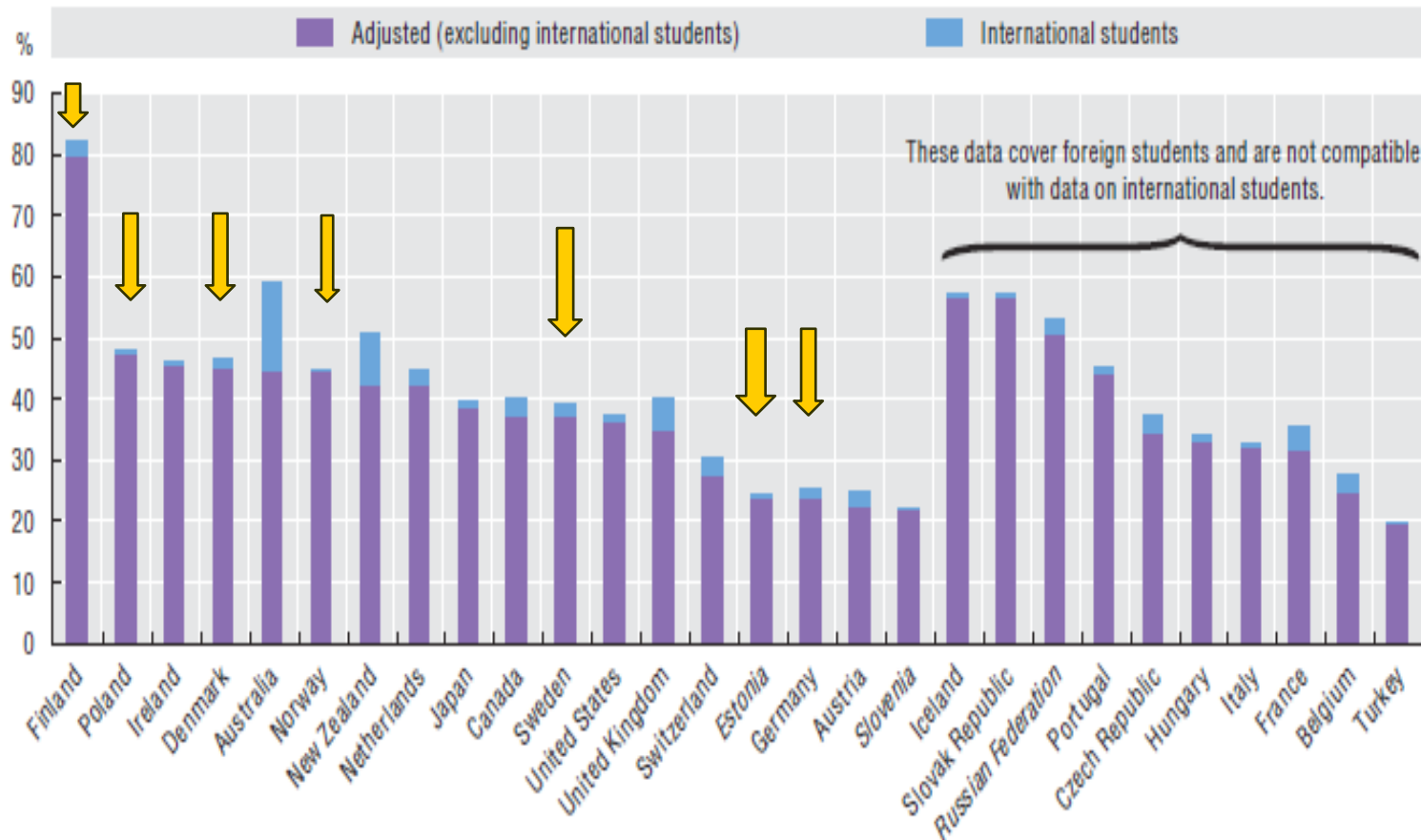


- Number of international students substantially grown up to 3,3 million worldwide in 2008, mirroring globalization of economies and societies; 11% increase in 2007
- Students mainly **come from**:
 - Asia - the biggest source area for international students (17,1 % from China),
 - OECD countries (31 %),
- Students mainly **go to**:
 - OECD countries (almost 80 % of international students)
 - USA (19%), UK (10%), France and Germany (7% each),

Share of international students in country ...

Figure 1.21. Impact of international/foreign students on graduation rates in university-level education, 2008

This figure shows the percentage of international and foreign students compared with domestic students among graduates taking a first degree.



Source: OECD (2010), Education at a Glance 2010, Table A3.3, available at <http://dx.doi.org/10.1787/888932310130>.

Intern. student shares within the Baltic Sea Region



- Intern. student shares 2006/07 in and from a country show balanced and imbalanced mobility

	Internation. Incoming %	Outgoing %	
DK	9,0 (20850)	3,2 (6840)	
Est	3,2 (2200)	6,0 (4000)	
Fin	3,3 (10100)	3,3 (9800)	
Ger	11,3 (258500)	4,3 (87700)	
Lat	1,1 (1400)	3,7 (4700)	
Lit	1,0 (1900)	4,3 (8500)	
Nor	7,3 (15600)	6,8 (13600)	
Pol	0,6 (13000)	2,0 (41900)	
SE	10,3 (42800)	4,3 (15800)	

Erasmus students in the Baltic Sea Region in 2007/2008 and all students abroad

Ministerium für Wissenschaft,
Wirtschaft und Verkehr
des Landes Schleswig-Holstein



		Host Country										Outgoing ↓
Country of home institution		DK	Est	Fin	Ge	Is	Lat	Lit	No	Pol	Sw	
	DK		10	11	360	29	7	10	70	33	30	560
	Est	50		103	93 677	2	4	5	6	12	18	293
	Fin	53	62		599	24	7	9	34	69	155	1012
	Ge	690	78	1080		65	71	118	780	649	2145	5676
	Is	54	2	4	21		1	0		0	34	116
	Lat	67	16	91	202 823	10		64	24	38	45	557
	Lit	255	20	219	332 1510	5	7		56	118	143	1155
	No	62	4	4	195 281		5	7		14	31	322
	Pol	710	53	482	2466 3381	22	52	137	153		362	4437
	Sw	62	10	15	360 391	3	4	7	28	28		517
Incoming →		2003	255	2009	4628	160	158	357	1151	961	2963	



- Numbers of international students within the BSR are relatively small except ref. to Germany and Poland
- Erasmus student exchange 2007/2008 more than 28.000 students in the within BSR out of around 6 Mio. students (including Russia 15,3 Mio.). Free movers not included
- Students mobility for one or two semesters between the NORDPLUS countries has decreased substantially between 2006 and 2008; “Express mobility” has doubled in the same time. Same trend in Germany



- In the western countries of the BSR the number of outgoing students is lower than the figures of incoming students
- In Estonia, Latvia and Lithuania it used to be the other way round; now because of the financial crisis decreasing figures of outgoing students
- Poland, Latvia, Lithuania „exporters“, Germany, Finland balanced or exporter, Denmark, Norway, Sweden „importers“

- Mobility in Bachelor programmes lower than in traditional programmes with German outgoing students

5 Deutsche Studierende mit studienbezogenen Auslandsaufenthalten nach Art des Aufenthaltes und des angestrebten Abschlusses

Mehrfachnennungen, Angaben in %

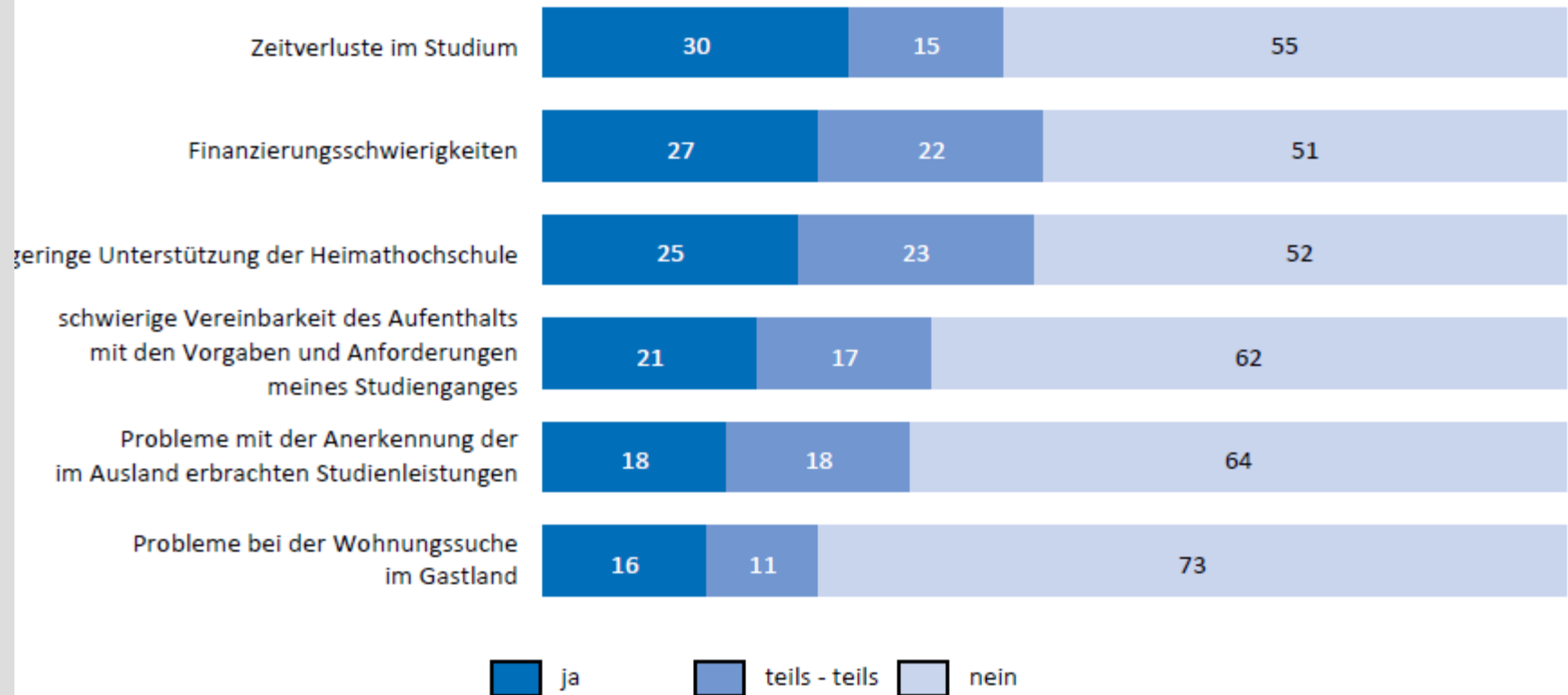
Abschlussart	Art des Aufenthaltes					
	Studium	Praktikum	Sprachkurs	Studienreise	Projektarbeit	Summer School
Diplom-Studiengänge an Universitäten	62	36	11	11	8	1
Diplom-Studiengänge an Fachhochschulen	32	54	8	13	7	4
Magister-Studiengänge	67	28	21	19	6	2
Staatsexamen-Studiengänge	42	45	11	9	2	2
Bachelor-Studiengänge an Universitäten	46	26	21	9	5	1
Bachelor-Studiengänge an Fachhochschulen	38	38	13	12	3	1

HIS - Studie Internationale Mobilität 2009

■ Main problems with study periods abroad

Probleme bei den studienbezogenen Auslandsaufenthalten

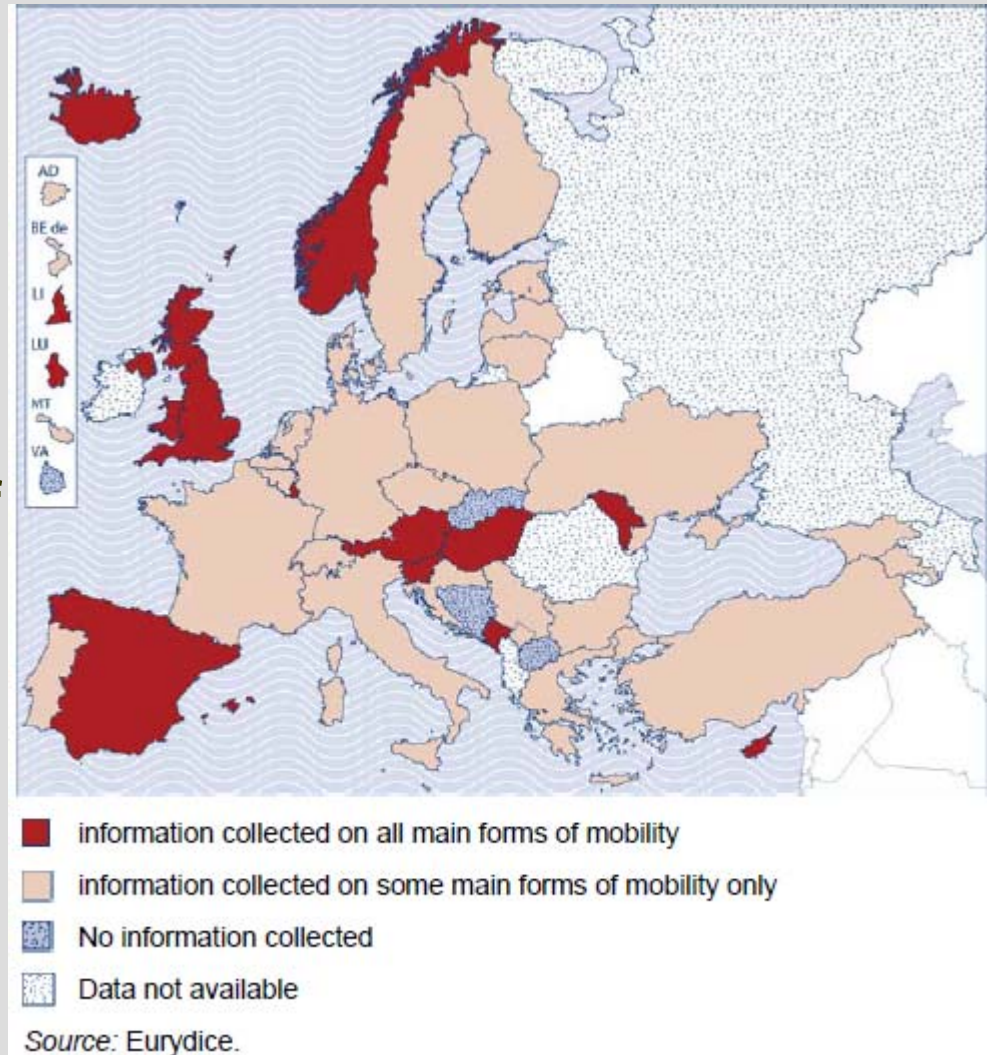
Angaben auf einer Skala von 1 = „überhaupt nicht“ bis 5 = „in hohem Maße“, Pos. 1+2, 3, 4+5, in %



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Mobility policies in European countries

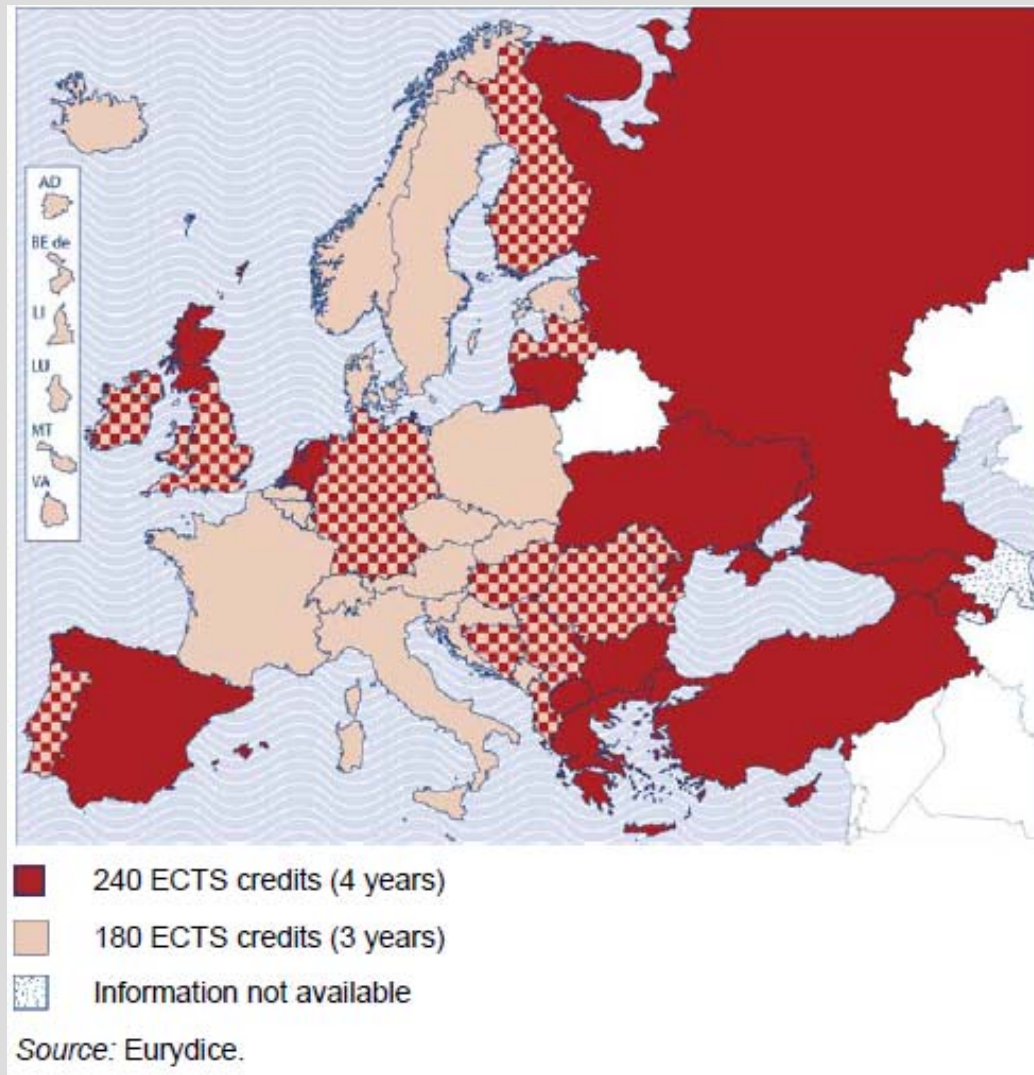
- Germany highly oriented at encouraging outgoing mobility of students
- e.g. UK more interested in incoming students
- Mobility policy of the Laender not transparent
- No benchmarks
- Ba programmes of HEI hinder mobility because of overloaded study courses
- Laender are changing the guidelines for structural standards of study programmes aiming at reducing problems



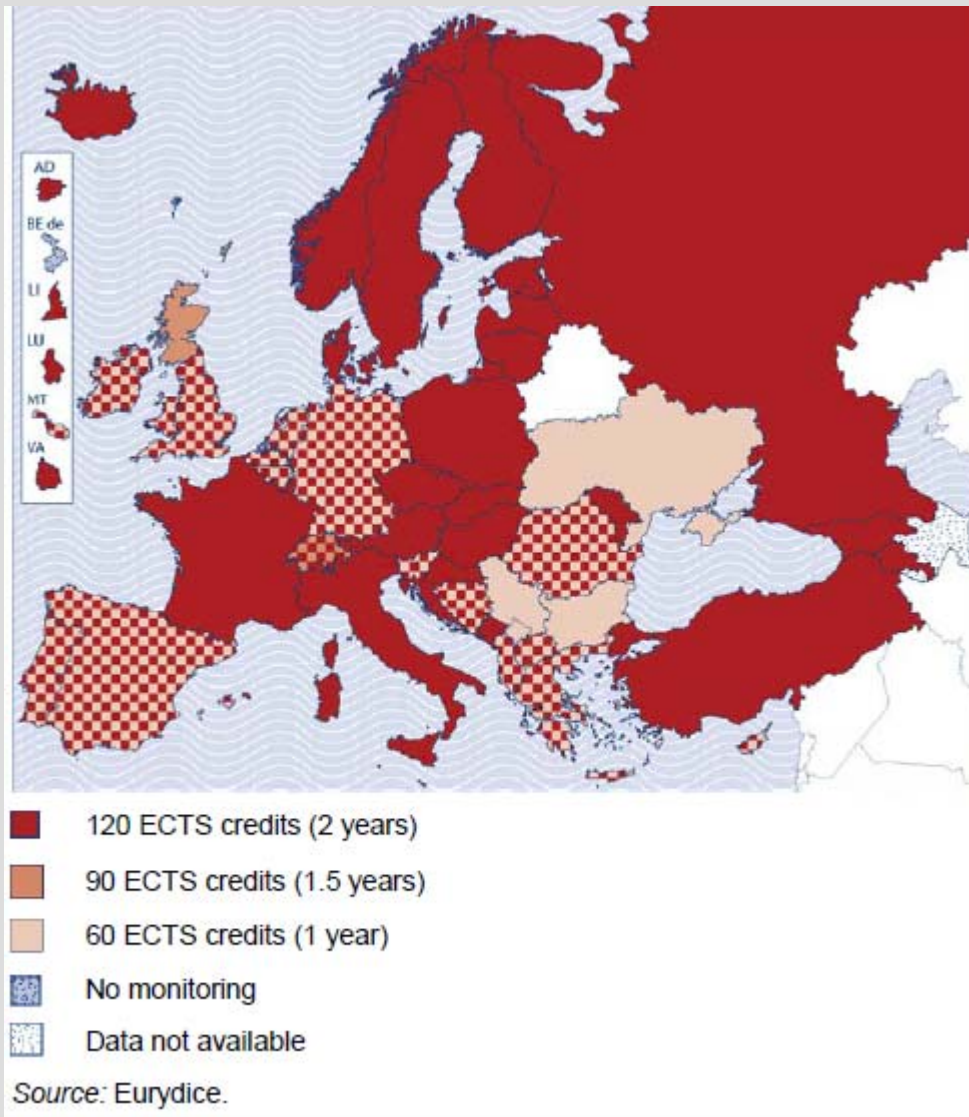


- **Two / three cycle structure of study programmes**
 - 3 quarters of all programmes changed into Ba/Ma
 - duration for 3, 3,5 and 4 years for Ba programmes possible
 - Study programmes for several regulated professions still with one cycle only (medicine, law, pharmacy)
 - Problems after implementing Bologna process tools:
 - Overloaded study programs, in particular Ba-programmes
 - Too many tests and examinations during the semester
 - Outcome orientation of modules and study programs shows deficits
 - ECTS not fully implemented
 - Lack of mobility within the Ba cycle

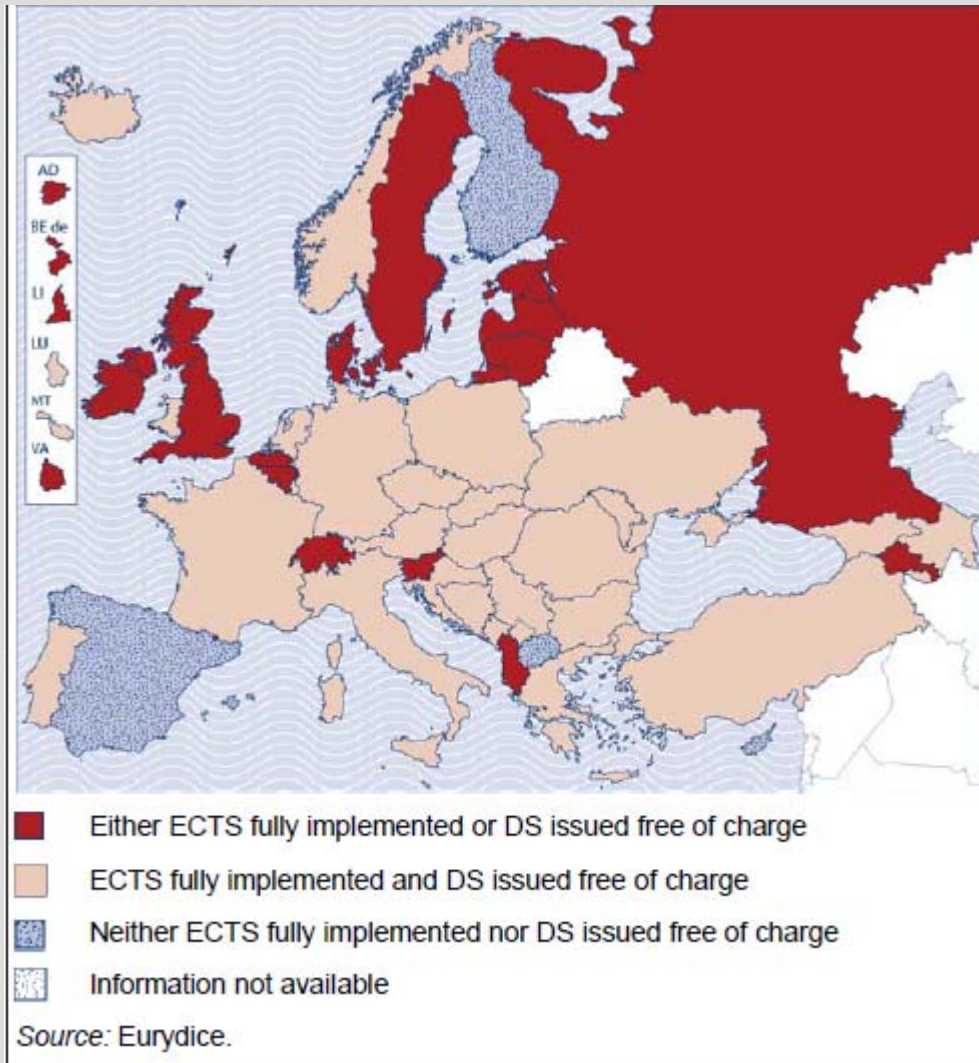
Duration for Bachelor programmes in the Bologna countries



Duration for Master programmes in the Bologna countries



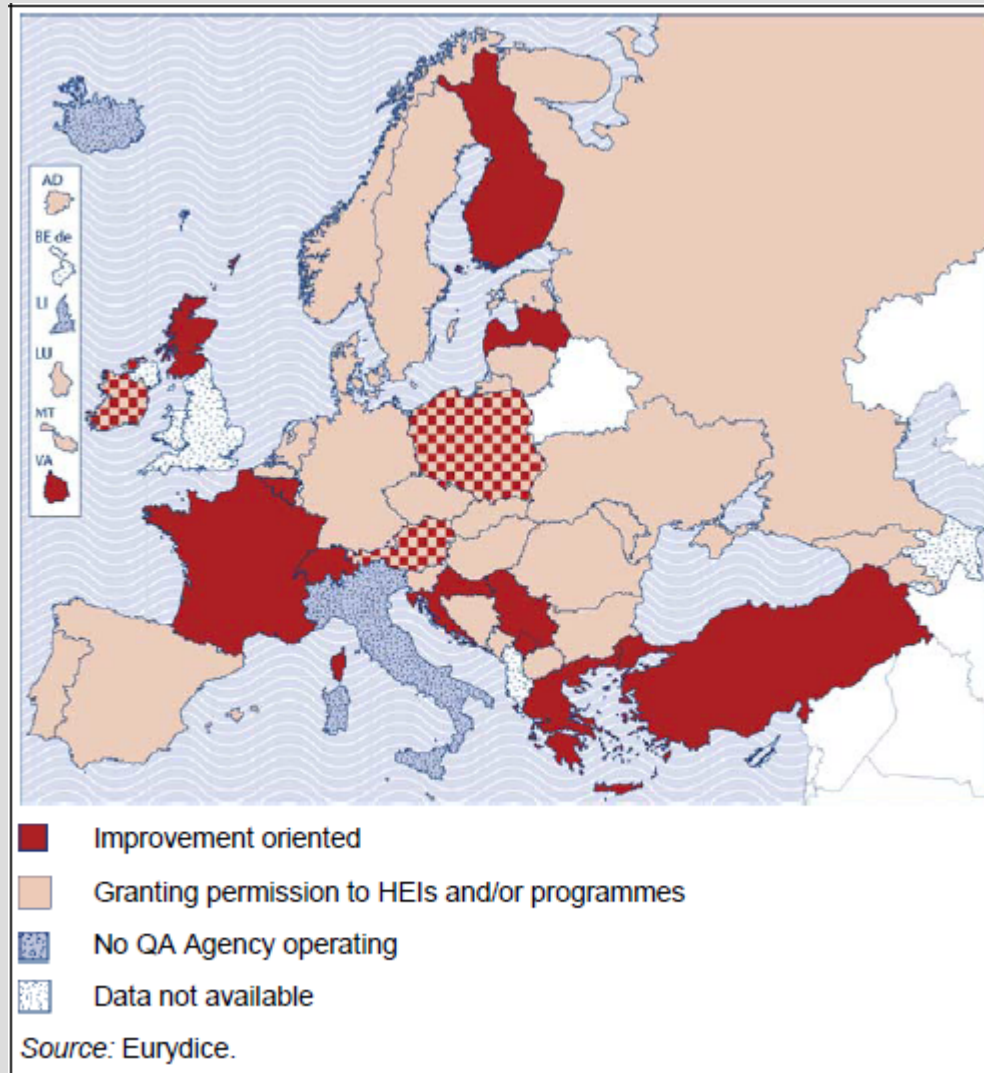
ECTS and DS implementation in the Bologna countries





- **Mainly accreditation of study programmes rather than of institutions**
- **QA agencies and supervising accreditation council in place**
- **Rules: ESG, national law**
- **QA systems: Supervision and ensuring minimum standards, mainly no improvement-oriented approach**
- **Quality management of HEI's must be improved**
- **Problems**
 - Too expensive
 - Too much bureaucracy

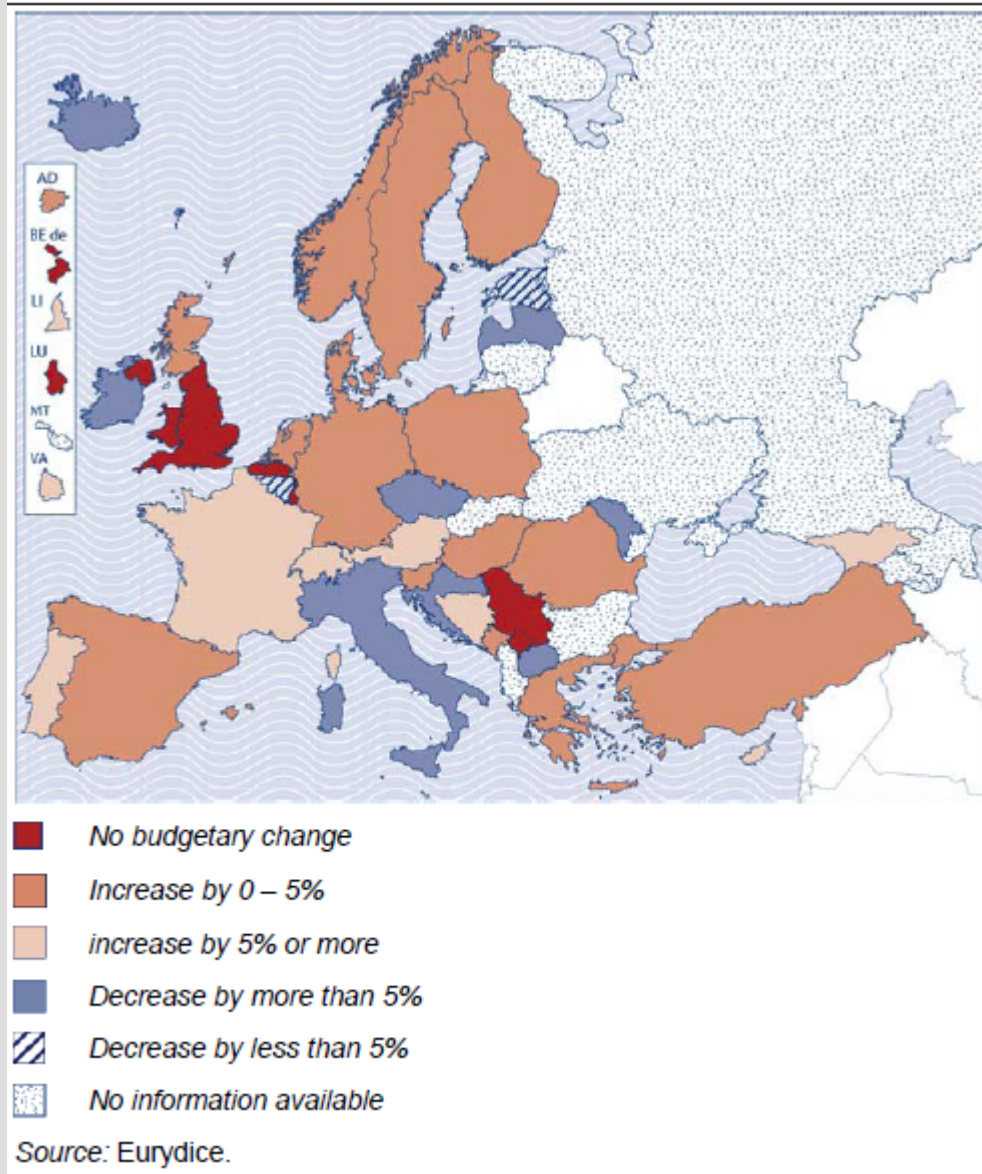
Quality Assurance orientation in Europe



Financial questions

Figure D1: Budgetary response to the economic crisis

- Majority of countries did not reduce budgets of HE
- Several countries even increased the budgets
- Situation of HE is improving





Thank you for your attention